

# College Writing 3 - Answer Key

## Chapter 1

## Writing an Expository Essay

### Exercise 1: Discuss the U.S. Constitution, pages 4-5

Answers will vary.

Sample student responses:

1. the 18<sup>th</sup> century
2. Thomas Jefferson, James Madison, George Washington (among others)
3. freedom of speech, voting privileges, right to remain silent, separation of church and state, necessity for search warrants (among others)
4. The government could make decisions about what we should do/should not do and even believe in, and punish those who did not follow these regulations. For example, people wouldn't be able to voice opinions freely; the government would censor newspapers, books, magazines, television, the Internet, and punish those who printed or broadcast criticism or ideas that did not follow conventional beliefs. The government could claim one religion as the right one and force citizens to follow it or be punished. Police could interrogate or torture people to make them confess to crimes even when they did not commit them. Etc.

### Exercise 2: Writing about the U.S. Constitution, page 6

Answers will vary.

Sample student response:

Why is the U.S. Constitution important? It is the main idea of freedom for Americans; that's why people came and still come to this country. The Constitution means there are opportunities to get an education, work in lots of types of jobs, worship God (or not), not be abused by the police, and feel comfortable in life. The Bill of Rights is a guarantee that people have here. If someone tries to take their legal rights away, they can fight for them in court, not with guns. Basically, democracy means people can decide what they want or need for

### Exercise 3: Analyzing academic writing conventions, page 7

Outline for Student Paragraph: The First Amendment

Topic Sentence: This (the Establishment) clause states that the government can not promote religious activities and individuals must be allowed to practice religion as they wish.

Main Point #1: The government cannot promote religious activities.

Supporting Information: Supreme Court decision: Schools (part of gov't) can not make children pray or pledge allegiance to the flag. EX: Two Jehovah's witnesses won the case against the school because saluting the flag was against their religious beliefs.

Main Point #2: Individuals must be allowed to practice religion as they wish.

Supporting Information: Supreme Court decision: students can not be penalized at school for religious reasons. EX's: (1) A student who misses a test for a religious holy day can take the exam later. (2) 1972: Amish people exempted from school attendance law in Wisconsin.

Concluding Sentence: In both Supreme Court cases, the Court respected individuals' rights to act according to their beliefs and required the state to practice tolerance of diverse religions.

The First Amendment lists several fundamental freedoms for Americans, beginning with the important Establishment Clause: "Congress shall make no law respecting an establishment of religion" (U.S. Constitution). This clause states that the government cannot promote religious activities and individuals must be allowed to practice religion as they wish. Public schools in the United States are often the focus of this clause. \*Because public schools are extensions of the government, by law, children cannot be requested to say a prayer in the morning or even the Pledge of Allegiance to the flag. This would mean that the government encourages religious behavior, which would be unconstitutional. For example, in one case taken to the Supreme Court, the Court ruled that school children cannot be made to show patriotism if that is against their religious beliefs. The decision came after two students, Jehovah's Witnesses, were suspended from school for refusing to salute the American flag or recite the Pledge of Allegiance. Their parents and attorneys maintained that showing reverence to any symbol constituted idolatry, which violated their religious laws (Monk, 1995). \*Likewise, students can practice religion as they wish. If a student is absent to observe a religious holy day, the school cannot penalize the child. \*For instance, the teacher cannot give a zero on a test but instead must make arrangements for the child to take the exam on another day. Another Supreme Court case illustrates this clause. In 1972, a Supreme Court decision exempted Amish people living in Wisconsin from that state's compulsory school attendance law (Monk, 1995). In both Supreme Court cases, the Court respected these individuals' rights to act according to their beliefs and required the state to practice tolerance of diverse religions.

An example (public schools) narrows the topic of the paragraph.

\*An explanation follows.

An extended example (Supreme Court case) provides one illustration of the explanation.

\*A second support is introduced with a transition word (Likewise) that signals a similar idea will explain the meaning of the Establishment Clause further. The extended example (another Supreme Court case) illustrates this aspect.

**Exercise 4: Searching the Internet, page 11**

Have students log on to <http://esl.college.hmco.com/students> and complete exercises.

**Exercise 5: Reading and taking notes about amendments, page 12**

Answers will vary.

**Exercise 6: Discussing and selecting amendments, page 12**

Answers will vary.

**Exercise 7: Writing about your amendment, page 13**

Answers will vary.

**Exercise 8: Understanding audience and purpose, pages 14-15**

Answers will vary according to the level/makeup of the class but should be quite similar to those exemplified in the book.

**Exercise 9: Constructing an information chart, page 17**

Answers will vary.

**Exercise 10: Identifying the parts of an expository essay, page 19**

Student Essay: Separation of Church and State

1. Introductory Paragraph: "The First Amendment .... is the freedom of religion."  
Background Paragraph: "In 1787,... any type of worship (Monk, 1995)."  
Body Paragraph #1: "One reason ... for religious behavior."  
Body Paragraph #2: "Generally, ... in practical situations."  
Concluding Paragraph: "The First Amendment... citizens enjoy today."

2. Circle “valued” “controversial liberties” and “freedom of religion” in the thesis.  
In the comments margin, box “topic” and circle “controlling ideas”]

<p>The First Amendment to the U.S. Constitution allows people in the United States to practice any or no religion, to express their opinions in public, to investigate and write about people and events, to hold meetings to discuss their beliefs, and to protest against government policies (Monk, 1995). An examination of the First Amendment reveals a complex set of laws written to restrict the power of the government and protect the rights of citizens. The <u>freedom of religion</u>, one component of the <u>First Amendment</u>, is an <u>important yet controversial liberty</u>.</p>	<p>The introduction includes a general statement and brief information about the topic.</p>
<p>In 1787, the writers of the Constitution worked to design a government that would grant power at both federal and state levels, but their initial document did not include a list of civil rights for the people. In response, at the Constitutional Convention in Philadelphia, George Washington suggested adding a list of civil liberties, called the Bill of Rights (Janda, Berry, &amp; Goldman, 2003; Monk, 1995). Thus, the First Amendment of the Bill of Rights begins with powerful phrases: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof . . . or the right of the people peaceably to assemble...” (U.S. Constitution). In simple English, the First Amendment states that the government cannot tell people what to believe. That is, there is a “separation of church and state.” The government cannot interfere in religious issues, whether to encourage or prohibit any type of worship (Monk, 1995).</p>	<p>The thesis statement includes the <u>topic</u> and <u>controlling ideas</u> of the essay.</p>
<p><b>Body Paragraph #1:</b></p> <p><u>One reason the First Amendment is important is that a society with many different religions can face tense situations.</u> For example, <u>when students of various religious faiths attend public schools, there can be conflicts due to specific beliefs.</u> *During World War II, for instance, two children were suspended from school for refusing to salute the American flag because their religious beliefs did not allow allegiance to anything except God. Their family sued the Virginia State Board of Education. *The Supreme Court decided that individual religious beliefs were fundamental to the First Amendment and that “patriotism should be voluntary” (Monk, 1995, p. 29). The issue of school prayer has also caused much debate in the United States. Schools are government agencies, so even if the majority of parents voted for a morning prayer, this practice would remain</p>	<p>The background paragraph includes historical information.</p> <p>A direct quotation with the ellipsis mark ( . . . ) is included. This indicates the writer has omitted words unnecessary for this paper.</p> <p>The paragraph includes a <u>topic sentence</u> and controlling ideas focusing on “importance” and “controversy.”</p> <p>This general claim is supported with <u>an example</u>.</p> <p>*Sentences with specific details support the idea of “conflicts due to religious beliefs.”</p> <p><u>In-text citation with page #</u> of each direct quote is included. (Underlined in text at left)</p>

unconstitutional. In fact, the Supreme Court ruled in 1985 that not just prayer but even a daily moment of silence would “describe prayer as a favored practice” (Monk, 1995, p. 23). The First Amendment prohibits the government from promoting any such preference for religious behavior.

Generally, the government cannot interfere with religious beliefs. However, when a religious practice could interfere with public safety, the government may have to intervene. To illustrate, in Florida, Sultaana Freeman, a 35-year-old woman who practices Islam, always wears her niqab (a veil) in public. \*According to a CNN Student News Report (2003), when Freeman was told to remove the niqab for her Florida driver’s license photo, she refused and sued the state highway department for violating her right to express her religious beliefs. \*In a Florida court, however, Freeman lost her case against the government. \*According to Judy Thorpe, the judge who oversaw this case, if Freeman wanted to drive in Florida, she would have to follow state rules (Branom, 2003). \*The judge added that one picture of Freeman’s face for identification purposes would not affect her freedom to practice her religion. \*She further explained that the state “has a compelling interest in protecting the public from criminal activities and security threats,” and that photo identification “is essential to promote that interest” (Branom, 2003). It is clear from this case how complicated interpreting First Amendment rights becomes in practical situations.

The First Amendment is an essential legal guarantee in this diverse country, and citizens have the right to seek justice when their individual rights have been violated. Americans who value freedom and democracy owe much to the progressive thinkers who framed the Constitution and the First Amendment. Without their insight and dedication, the United States government and its people could not have maintained all the liberties that citizens enjoy today.

The topic sentence with a controlling idea explains the focus of the second body paragraph.

The general claim is supported with an example.

\*Sentences with specific details illustrate the controlling idea.

The paragraph ends with a brief concluding sentence.

The concluding paragraph reminds readers of the main points.

Final comments conclude the essay.

2. (Answers will vary.) Sample questions:

What does the First Amendment say about religion?

Why is freedom of religion controversial?

What are some examples that show this controversy?

What important Supreme Court decisions apply to this aspect of the First Amendment?

3. (Answers will vary.) Sample details/supporting information:

The First Amendment guarantees “separation of church and state.”

The Bill of Rights was added to the Constitution to protect people’s rights.

Two children who didn’t salute the flag had to leave school, but the Supreme Court ruled that they didn’t have to show their patriotism if it was against their religion.

A Florida judge ruled that a Muslim woman had to take her veil off to have her driver’s license picture taken.

4. (Answers will vary.)
  5. Intext citation: Par. 1: (Monk, 1995) paraphrase  
Par. 2: (Janda, Berry, & Goldman, 2003; Monk, 1995) paraphrase  
(U.S. Constitution) quotation  
(Monk, 1995) paraphrase  
Par. 3: (Monk, 1995, p. 29) quotation  
(Monk, 1995, p. 23) quotation  
Par. 4: (2003) paraphrase  
(Branom, 2003) paraphrase  
(Branom, 2003) paraphrase
- Number of citations: 8 [Paraphrases: 6 Quotations: 2]

### **Exercise 11: Identifying cohesion devices, page 23**

Answers will vary.

Sample responses from various paragraphs:

Repetition of key words and phrases: Background Par.: Constitution, Bill of Rights, civil rights/liberties, government

Logical organizers: Body Par. #1: One reason, For example, for instance, because, has also caused, In fact

Word forms: Background Par.: grant power -- powerful phrases; regarding religion -- religious issues

Pronouns: Concluding Par.: citizens -- their individual rights; progressive thinkers -- their insight; the U.S. government -- its people;

### **Exercise 12: Understanding thesis statements, page 23**

Answers will vary. Sample responses:

1. The Fifth Amendment protects [civil liberties] prized by a [democratic society that values personal freedom].

Sample Questions: What civil liberties are protected by the 5<sup>th</sup> Amendment?

Why is personal freedom valued in a democratic society?

How has the 5<sup>th</sup> Amendment been applied in recent court cases?

Sample Topic Sentence: The right to remain silent is one of the most well-known and Important liberties guaranteed by the 5<sup>th</sup> Amendment.

2. For several reasons, the Second Amendment is perhaps the [most essential amendment] in the Bill of Rights.

Sample Questions: What is stated in the Second Amendment?

Why did the framers of the Constitution add the 2<sup>nd</sup> Amendment?

Why is the Second Amendment essential in the US today?

Sample Topic Sentence: One reason the 2<sup>nd</sup> Amendment is important is that it allows people to own guns for their protection.

3. This paper illustrates various ways the [guarantees] of the Fourteenth Amendment are upheld [in educational institutions], [in the work place], and [in lifestyle choices].

Sample Questions: How is the 14<sup>th</sup> Amendment upheld in educational institutions?  
What equal opportunities are provided by the 14<sup>th</sup> Amendment in work environments?  
How is the 14<sup>th</sup> Amendment applied to people's lifestyle choices?  
Sample Topic Sentence: Under the 14<sup>th</sup> Amendment, public colleges must be accessible to many types of students.

### **Exercises 13-19: pages 27-36**

Answers will vary according to each student's choice of topic.

### **Exercise 20: Analyzing introductory paragraphs, page 37**

Introductory Paragraph #1:

- a. a general statement; interesting fact(s)/statistics; a brief story
- b. Quote: "If there is... faith therein"

In-text Citation: (Monk, 1995, p. 29)

"This" used to link sentences 1 (quote) and 2 ("This statement was written... ago.")

Logical organizer: "...freedom of speech, religion, and the press; however, ..."

Thesis statement: "This essay examines several... real life situations."

Introductory Paragraph #2:

- a. a brief story
  - b. The word is needed to make the sentence grammatically correct/smooth after deleting some unnecessary words in the quote.
  - c. The ellipses signals words were eliminated from the quote.
  - d. Lewis, JJ: (Lewis, 2003, para.22)
- Electronic Oberlin Group: (Electronic Oberlin Group, 2003)
- e. Answers will vary. Sample responses:
    1. Who are some other famous women who fought for women's suffrage?
    2. Where and when did the struggle for women's rights begin?
    3. Who was opposed to the 19<sup>th</sup> Amendment's passage and why?

### **Exercise 21: Drafting your introductory paragraph, page 40**

Answers will vary.

### **Exercise 22: Analyzing introductory and concluding paragraphs, pages 42-43**

1. with a general statement/fact
2. Intro and conclusion both begin with the necessity of laws; both paragraphs repeat key words and concepts such as laws governing society, social/governmental/economic situations in the 1930's, repeal of 18th Amendment
3. Topic = passage of the 21<sup>st</sup> Amendment  
Controlling idea = not surprising due to social climate, economic situation, federal government in the 1930's
4. social climate of the 1930's; economic and federal government situations; guaranteed the repeal
5. How the (1) social climate, (2) economic situation, and (3) the federal government could not support prohibition and thus led to the 21<sup>st</sup> Amendment that repealed it

**Exercise 23: Drafting your concluding paragraph, page 43**

Answers will vary.

**Exercise 24: Revising your expository essay, page 44**

Answers will vary.

**Exercise 25: Providing and giving peer feedback, page 44**

Answers will vary.

**Exercise 26: Finalizing your essay, page 44**

Answers will vary.

**Chapter 2****Writing an Analytical Report****Exercise 1: Discussing and writing about disease, page 48**

Answers will vary.

Sample student responses:

- a. People all over the world were scared of a bird flu outbreak in 2004. The disease killed some humans, not just birds. Thousands of birds died of the flu in Asia, and thousands more chickens, ducks, and other poultry were slaughtered to prevent spread of the disease. Symptoms are like a terrible flu with no cure.
- b. The bubonic plague spread across Asia and Europe in the middle ages. It is also known as the Black Plague or Black Death. Rats that traveled on ships helped spread the disease in their fleas. There was no way to help victims of the plague; neighbors and even family members were afraid to get near infected people because the disease was very contagious. The plague killed much of the European population.

## Exercise 2: Practicing active reading strategies, pages 49-51

Answers will vary.

Sample student responses:

Paragraph 1: Black Death

In the fourteenth century, Europe was struggling with an economic crisis. The <u>Black Death</u> , or the <u>bubonic plague</u> , <u>added to this crisis</u> . <u>This disease was carried by fleas on rats and probably first struck Mongolia in 1331-1332</u> . From there, it crossed into Russia. Carried back from Black Sea ports, the plague <u>reached Sicily in 1347</u> . Spreading swiftly throughout <u>much of Europe</u> , it attacked an already declining and undernourished population. The <u>first onslaught lasted until 1351</u> , and other serious <u>outbreaks occurred in later decades</u> . The crowded cities and towns had the highest mortalities. Perhaps <u>twenty million people—about one-quarter to one-third of the European population—perished</u> in the worst natural disaster in recorded history.	Black Death = bubonic plague First started in 1331-1332 (rats) Italy in 1347 & throughout Europe soon after—until 1351+ 20 mil. people died—1/4 – 1/3 of European population
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Paragraph 2: Spread of AIDS

main topic	controlling idea
The <u>AIDS epidemic</u> in Africa is <u>unlikely to remain confined to Africa</u> . The country's <u>strains of HIV</u> , if left unchecked, are <u>sure to spread elsewhere and overwhelm whatever resources we have devoted to defeating our Western-based strains</u> . Other highly populous countries, like <u>China and India</u> , are just <u>beginning to feel the brunt of the disease</u> . There is a perversely poetic loopiness at work: a disease that presumably had its <u>origins in Africa</u> made its <u>first angry mark in America</u> , then <u>exploded in Africa</u> , and is now moving onward, outward, and back again. It is not Africa's health crisis alone.	AIDS → outside of Africa African strains of HIV dif. from Western virus -- resources needed China, India: many new cases of AIDS Africa → America → Africa → worldwide

Paragraph 3: Yellow Fever

main topic	controlling idea
Recent years have seen an <u>increasing</u> , rather than <u>decreasing</u> , <u>incidence of viral diseases</u> that had <u>supposedly been under control</u> . Chief among these is <u>yellow fever</u> —an epidemic that <u>spread throughout Florida at the end of the 19<sup>th</sup> century</u> and <u>killed thousands of people</u> . <u>Yellow fever is still endemic throughout the tropics</u> , despite there having been extensive <u>eradication</u>	Viral diseases still not under control EX: 19 <sup>th</sup> c yellow fever epidemic, FLA Now endemic in tropics—eradication unsuccessful

<u>and vaccination campaigns over several decades. Now it is threatening to again spread to more temperate zones, including the continental U.S., largely as a result of inadvertent importation of vector mosquitoes transported from Asia to the United States.</u>	May spread from tropics to US; infected mosquitoes come from Asia → US
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### Exercise 3: Analyzing a student report, pages 51-55

Answers will vary.

Sample responses:

- Similar controlling ideas in thesis and topic sentences:  
Thesis: “understand how SARS is spread” => Topic Sentence: “...a contagious disease that spreads very fast”  
Thesis: “how to treat it” => Topic Sentence: “...there are no drugs available to treat SARS”  
Thesis: “how it affects societies => Topic Sentence: “...negative effects on the public economy”
- Facts/statistics: “Close to 9,000 people have become sick...nearly 1,000 have died”  
“249 individual cases could all be traced to one man... 214 were medical personnel”  
Explanations: “The masks are due to SARS.” “Antibiotics do not appear to be effective.”  
Observations: “SARS does not have to be highly contagious.”  
Expert opinions: “WHO recommended that people not travel to certain areas of the world.”  
Examples: “washing hands regularly, wearing gloves, and wearing eye protection”  
Descriptions: “Aerosolized droplets that are exhaled... spread the disease.”  
Personal experiences: None in this essay.
- Repetition of key words, phrases, and synonyms: SARS, respiratory illness, disease, infection; masks; symptoms  
Logical organizers: first recognized/within a few months; In fact; However; In addition to deaths; Indeed; such as
- 7 paraphrases; 2 direct quotations (See green highlighted areas)
- 3 attribution signals (See underlined sections.)
- 1 (See asterisk: Taiwan’s director of disease control.)

Many people living in Asia are wearing filter masks in public places. This is not a fashion statement. The masks are due to SARS. Severe acute respiratory syndrome, commonly referred to as SARS, is a respiratory illness that has recently been reported in Asia, North America, South America, and Europe. According to a report by the Centers for Disease Control (CDC), close to 9,000 people have become sick with SARS and nearly 1,000 have died across the world (**CDC, Fact Sheet, 2004**). Since this disease is spread by close person-to-person contact, the infection percentage is quite high. For this reason, people should understand how SARS is spread, how to treat it, and how it affects societies.

The dangers of SARS should be recognized, and knowing the symptoms of the

disease may help. The main symptoms of SARS include headache, muscle soreness, high fever (100.4 degree Fahrenheit or more), and coughing. Most sufferers of SARS also develop pneumonia (CDC, Frequently, 2004). When these symptoms are severe, the result can be death. SARS was first recognized as a major health threat in early 2003. Within a few months, the disease spread to several countries. The World Health Organization (WHO) and the CDC worked closely with federal groups and health departments in an effort to stop the spread of the virus (CDC, Fact Sheet, 2004). They also worked hard to determine the cause of the illness. It is now believed that the virus is caused by a coronavirus, specifically, SARS-CoV (CDC, Fact Sheet, 2004).

SARS is a contagious disease that spreads very fast. In fact, according to a New York Times article, “249 individual cases of SARS could all be traced to one man.... Of those infected, 214 were medical personnel or health-care workers” (Neer, n.d., p.16). Close contact with an infected person is needed for the virus to spread from one person to another. Aerosolized droplets that are exhaled when a patient breathes and bodily secretions from an infected person both spread the disease (CDC, Fact Sheet, 2004). However, the amount of the virus needed to cause an infection in others has not yet been determined. To date, the majority of cases have occurred in hospital workers who have cared for SARS patients and the close family members of these patients.

While some medicines have been tried, at this time, there are no drugs available to treat SARS. In fact, there is little that doctors can do to treat this disease. Antibiotics (drugs designed to treat bacterial infections) do not appear to be effective. Instead, the best that can currently be done is to take precautionary measures and, once the virus has been contracted, to treat the symptoms. Some precautionary measures for medical personnel include washing hands regularly, wearing and frequently discarding disposable gowns and gloves, and wearing eye protection (Neer, n.d.). It is very important that patients suspected of having SARS be seen by protected health professionals who should isolate the patient.

In addition to deaths, SARS has had negative effects on the public economy. In 2003, WHO recommended that people not travel to certain areas of the world—like Hong Kong, mainland China, and Taiwan—which experienced higher rates of SARS (Online NewsHour, 2003). These warnings shocked national economies since many people were afraid to travel to certain areas of the world due to fear of exposure to SARS. For instance, numerous travelers and businesspeople canceled their trips to Asia. These cancellations had a negative impact on the Asian tourism industry. Dr. Su Ih-jen, \*Taiwan’s director of disease control, was quoted as saying, “If the travel

advisory was not removed, Taiwan's economy could not stand much longer" (Online NewsHour, 2003).

**Exercise 4: Selecting your topic by searching the Internet, pages 58-59**

Answers will vary.

Follow steps listed in Exercise 4.

Exercise 5 Gathering information from the library, page 60

Answers will vary.

Follow steps listed in Exercise 5.

**Exercise 6: Using active reading strategies, page 61**

Answers will vary.

**Exercise 7: Identifying acronyms, page 62**

SARS	Severe Acute Respiratory Syndrome
CDC	Centers for Disease Control
TB	Tuberculosis
WHO	World Health Organization
HIV	Human Immunodeficiency Virus
FDA	Food and Drug Administration
HHS	(US Department of) Health and Human Services
AMA	American Medical Association
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USAID	US Agency for International Development

**Exercise 8: Constructing an information chart for a report, pages 63-64**

Answers will vary.

**Exercise 9: Discussing and sharing information, page 64**

Answers will vary.

**Exercise 10: Evaluating thesis statements, pages 65-66**

Answers will vary.

Sample student responses:

Thesis statement #1:

Understanding the causes, symptoms, and treatment of AIDS is essential for people across the world.

1. What causes AIDS?
2. What are some symptoms of HIV/AIDS?
3. What kind(s) of treatment(s) is (are) most effective against AIDS?

Thesis statement #2:

Yellow fever caused the death of thousands of people; however, it had several positive effects such as the progress of science and the establishment of the State Board of Health in Florida.

1. In what areas of sciences were advances made due to the yellow fever epidemic?
2. When and where was the State Board of Health established in Florida?
3. Can yellow fever now be treated and/or prevented?

Thesis statement #3:

To prevent the further spread of AIDS, it is important to understand the issues surrounding this disease, including its causes, prevention strategies, and consequences.

1. How can further spread of AIDS be prevented?
2. What are the most common causes of AIDS?
3. What are the consequences of the spread of AIDS?

#### **Exercise 11: Drafting a thesis statement, page 67**

Answers will vary.

#### **Exercise 12: Reviewing and creating an essay map, pages 67-68**

Answers will vary.

#### **Exercise 13: Analyzing the introduction and background paragraphs, pages 69-73**

1. Report #1: facts/statistics (note the large numbers in sentences 1 and 2)  
Report #2: a question
2. Thesis #1: To prevent the further spread of AIDS, it is important to understand the issues surrounding this disease, including its causes, prevention strategies, and consequences.  
Thesis #2: For this reason, it is important to be educated about anthrax and to understand how anthrax is spread, what the symptoms are, and how it is treated.
3. Report #1: 3 body paragraphs: causes/prevention strategies/consequences  
Report #2: 3 body paragraphs: how anthrax is spread/symptoms/treatment
4. (Answers will vary.) Sample student responses:  
Report #1: What are the main causes of AIDS? How can the disease be prevented?  
What are the consequences of contracting the disease – on individuals? families? society?  
Report #2: How is anthrax spread? What are the symptoms if someone is infected with anthrax? How is the disease treated? Is there a cure? a vaccine?  
5. AIDS: 60+ mil people infected w/ HIV in 20 yrs; 68+ mil people will die of AIDS in next 20 yrs; AIDS discovered in 1940s in Africa: monkeys → humans; to US around 1968; 1980's: first documented cases; HIV = human immunodeficiency virus; HIV hides inside healthy cells and weakens them; symptoms take years to develop  
Anthrax: “high bioterrorism potential” (CDC); NIAID: “acute infectious disease caused by spore-forming, rod-shaped bacterium”; anthrax cycle: lies dormant in soil, animals eat grass, bacteria reproduces, animal dies, bacteria returns to soil; humans infected through cuts in skin; 20% of anthrax cases → death
6. Yes, it is a credible source because it is a government agency that specializes in infectious diseases.

#### **Exercise 14: Writing definitions with noun phrases, pages 75**

Answers will vary.

**Exercise 15: Identifying definition structures, pages 77-78**

1. AIDS is [a disease in which the body's immune system breaks down and is unable to fight off certain infections and other illnesses that take advantage of a weakened immune system]. When a person is infected with HIV, the virus enters the body and lives and multiplies primarily in the white blood cells [the immune cells that normally protect us from disease]. The hallmark of HIV infection is [the progressive loss of a specific type of immune cell], which is called T-helper or CD4 cells. As the virus grows, it damages or kills these and other cells, weakening the immune system and leaving the individual vulnerable to various opportunistic infections, such as [pneumonia and cancer].
  
2. Anthrax, [a serious disease caused by Bacillus anthracis], which is [a bacterium that forms spores], can occur in the skin, lungs, or digestive system. A bacterium is [a very small organism made up of one cell]. Many bacteria can cause disease. A spore is [a cell that is dormant (asleep) but may come to life with the right conditions].

**Exercise 16: Planning and drafting your paragraphs, page 78**

Answers will vary.

**Exercise 17: Revising your paragraphs, page 79**

Answers will vary.

**Exercise 18: Providing and receiving peer feedback, pages 79-80**

Answers will vary.

**Exercise 19: Revising and editing your paragraphs, page 81**

Answers will vary.

**Exercise 20: Identifying paraphrasing techniques, pages 86-89**

1.

Original	Paraphrase
in the fourteenth century, Latin Christendom...	in early 14 <sup>th</sup> century Europe
limited use of fertilizers	did not use much fertilizer
limited knowledge of conservation	did not understand how to conserve
a general shortage of food	severe food shortages
was widespread	widespread suffering
malnutrition	starvation

2.

Original	Paraphrase
In centuries past	In the past
bubonic-plague bacteria	bacterial infections
from the Orient to Europe	from one continent to another
Nowadays	in the present time
mosquito infested with the malaria parasite	a malaria-infected mosquito
buzzing in Ghana at dawn and dining on an airport employee in Boston by cocktail hour	travel from Africa to America in just one day

3.

Original	Paraphrase
in the past week	recently
country after country has admitted	numerous countries have (recently) acknowledged
have succumbed to bird flu	have died as a result of contracting bird flu
we are facing the worst ever outbreak of the disease	the disease has the potential of causing major public health complications
official cover-up	The denial of a potential problem by public officials

**Exercise 21: Paraphrasing supporting information, pages 89-90**

Answers will vary.

**Exercise 22: Planning and drafting your body paragraphs, pages 90-91**

Answers will vary.

**Exercise 23: Analyzing a concluding paragraph, pages 92-93**

1. facts and a recommendation (flu is not usually deadly but must be taken seriously)
2. (Answers will vary.) Sample responses: prevention (vaccine, maintaining good health); treatment (alleviate symptoms); ways to avoid spreading the flu
3. with a strong recommendation

**Exercise 24: Planning and drafting your conclusion, page 92**

Answers will vary.

**Exercise 25: Revising your analytical report, page 92**

Answers will vary.

**Exercise 26: Providing and receiving peer feedback, page 92**

Answers will vary.

**Exercise 27: Finalizing your report, page 93**

Answers will vary.

**Chapter 3****Writing a Persuasive Essay****Exercise 1: Discussing online learning., page 97**

Answers will vary.

**Exercise 2: Reading about and discussing online education, pages 97-98**

1. Online learning means taking courses via the computer/Internet. The paragraph states that the following features are common to most online learning experiences: "(1) the separation of instructor and learner in space and/or time, (2) the use of technology to deliver course content and connect learners to resources, (3) 2-way communication tools between instructor and learner, and (4) control of learning by students."
2. Some synonymous terms: distance education, open campus, web courses, e-learning
3. Answers will vary.
4. Answers will vary. Sample student responses:  
convenience of logging on whenever/wherever one wants; increased responsibility/self-discipline; ease of contacting instructor via email; less expensive
5. Answers will vary. Sample student responses:  
no "live" lectures/discussions; lack of personal contact/feeling of belonging to a class/group/institution; technological problems; difficult to maintain motivation when studying alone

### **Exercise 3 Analyzing a body paragraph, pages 98-100**

1. and 2.

~~Electronic communication tools provide many opportunities for students and faculty to engage in frequent and meaningful “conversation.” One of the most common ways students keep in contact with their instructors and classmates is by using the course-discussion area. This tool provides students with a place to write their thoughts and ask questions as well as read what other students have to say. Another form of communication is email, which is available 24 hours a day, so students can always send a message to their instructor. The instructor can also email the class concerning, for example, a change in a reading assignment or the due date of an essay. Finally, one of the most popular electronic communication tools is the chat room, where students can “talk” in real time with their friends. Even those students who cannot log on for a chat time can access the instant messages later if the instructor saves all the text in a file.~~

3. Answers will vary.

4. Answers will vary. Sample student responses:

Probably not. Break time is often when students converse/get to know each other, ie. outside of class, but still, the opportunity to form a community of students does exist online, especially when students discuss course-related topics.

5. Answers will vary. Sample student responses:

- (a) Probably. (b) Those who are shy, are non-native speakers, are “night people,” or have a physical disability/impairment may find it easier to communicate via computer.
- (c) They may not feel comfortable or not be able to participate in a class discussion but could take part via the Internet.

### **Exercise 4 Listing learning features, page 100**

Answers will vary.

### **Exercise 5: Considering your topic, page 102**

Answers will vary.

### **Exercise 6: Discussing your topic, pages 102-104**

Answers will vary.

### **Exercise 7: Performing an advanced search, page 104**

Answers will vary.

Follow the steps listed in the exercise.

### **Exercise 8: Complete library research, pages 105-107**

Answers will vary.

Follow the steps listed in the book.

### **Exercise 9: Locating and interviewing an expert, page 108**

Answers will vary.

Follow the steps listed in the book.

**Exercise 10: Identifying supporting information, page 110**

Answers will vary.

**Exercise 11: Organizing your information, page 110**

Answers will vary.

**Exercise 12: Creating your essay map, page 113**

Answers will vary.

**Exercise 13: Analyzing a paragraph, pages 114-116**

1. general, non-controversial statement (followed by research results/data)
2. However, with current technology and methodology, today distance learners can easily access online course materials that have been designed to accommodate diverse learning styles; similarly, they can choose to demonstrate their learning in a variety of effective ways.
3. The writer will evaluate how well online materials and methods (1) accommodate diverse learning styles and (2) provide a variety of effective ways to assess learning
4. 2 body paragraphs: one for each controlling idea in the thesis
5. Answers will vary. Sample student responses:

Who are some experts in the field of distance education and what are their comments?

How do online teachers design lessons to accommodate different learning styles?

What kinds of assignments and tests work well in online classes?

What technology is necessary to study online?

**Exercise 14: Planning and drafting your paragraphs, pages 116-117**

Answers will vary.

**Exercise 15: Revising your paragraphs, page 117**

Answers will vary.

**Exercise 16: Providing and receiving peer feedback, page 118**

Answers will vary.

**Exercise 17: Revising and editing your paragraphs, page 119**

Answers will vary.

**Exercise 18: Understanding degrees of plagiarism, pages 120-121**

Answers will vary.

**Exercise 19: Analyzing a summary, pages 123-124**

1. Original: 97 words; Summary: 40 words - summary is less than  $\frac{1}{2}$  as long as original
2. Main ideas in original: discussion among classmates / learning community / instructors should not assume that all students will participate or learn  
Important supporting details: student progress in economics classes results in better performance by classroom students than online students / differences due to access to instructor and to cooperation with fellow students in classroom courses only
3. (Answers will vary.) Sample response: The main idea - the need for student collaboration/learning community - is not included in the summary.

4. (Answers will vary.) Sample response: The details of the research are included in the summary.
5. (Answers will vary.) Sample response: The summary is about  $\frac{1}{2}$  the length of the original text. It begins by mentioning the original authors and combines key words from the original with paraphrased information.

**Exercise 20: Practicing summary writing, pages 126-128**

Answers will vary.

**Exercise 21: Analyzing a persuasive essay, pages 128-133**

1. Thesis statement of opinion: Although improvements to the discussion area were recommended for distance students to create a better sense of community and learn collaboratively with their peers, student-instructor interaction in online courses is frequent, effective, and highly motivating for online students.
2. 3 body paragraphs: (1) negative aspects of discussion area, (2) positive aspects of discussion area, (3) positive aspects of email reporting verb
3. (Answers will vary.) Sample response: Body Par #2: She added that her English is interviewee's name date of interview becoming better with all this practice (M. Nakamura, personal communication, October 18, 2004).
4. a prediction; the writer could have used a call to action or a quote from an expert

**Exercise 22: Using language to control opinions, pages 138-139**

1. a. Email is an effective way to communicate with my instructor. I often contact my instructor to set up appointments or ask questions through email. Sometimes, my instructor asks us to email our assignments instead of turning in a paper copy. We can also submit assignments from home when we are unable to attend class.  
b. Electronic communication seems to be a non-threatening way for instructors and students to communicate with each other. For the most part, my students seem uncomfortable meeting during my office hours. With email and discussion boards, however, they can communicate whenever it is convenient for them. In fact, I believe that my students' satisfaction with my course is largely due to the ability to easily contact me or their classmates when they have questions about the course.
2. (Answers will vary.) Sample student responses:
  - a. PERHAPS the biggest advantage of electronic communication is that it (increases) MAY/CAN INCREASE interaction between me and my instructors. In the past, I USUALLY/OFTEN asked questions and made comments only in the classroom and during my instructors' office hours. However, FOR MOST STUDENTS, email and discussion boards have changed all that. My communication and interaction with NEARLY ALL my instructors has greatly increased.

b. Instructors SOMETIMES complain about the use of electronic communication with their students. (They) MANY OF THEM report that they receive too many emails from students, OFTEN making it time-consuming to respond to this communication. In addition, MANY students expect immediate responses from their emails, and this is not ALWAYS possible for instructors with faculty commitments outside of the classroom.

**Exercise 23: Planning and drafting your body paragraphs, page 138**

Answers will vary.

**Exercise 24: Planning and draft your concluding paragraph, pages 139**

Answers will vary.

**Exercise 25: Revising your persuasive essay, pages 139**

Answers will vary.

**Exercise 26: Providing and receiving peer feedback, page 139**

Answers will vary.

**Exercise 27: Finalizing your essay, page 140**

Answers will vary.

## Chapter 4

## Writing an Objective Report

**Exercise 1: Understanding a controversial issue, pages 144-146**

1. People disagree over the best way to clean up the Everglades.
2. Governmental agencies think the proposal is fine; those opposed include the sugar industry, the Miccosukee Indians, and environmentalists.
3. The sugar industry opposes the new guidelines as too strict; the Miccosukee Indians and environmental groups complain the measures are too lenient; the government sees the proposed clean-up plan as a perfect compromise that will accomplish its goal.
4. Paragraph 5 (the final paragraph in the news report)
5. Governor Jeb Bush's administration touts... (+); Miccosukee Indian tribe ... denouncing... (-); Florida Crystals Corp. attacked...(-)

**Exercise 2: Writing about a controversial issue, pages 147-148**

Answers will vary.

**Exercise 3: Analyzing headings, pages 149-150**

1. Beach Residents Fight Proposed Closing of Library
2. Seniors Mad about Reduced Bus Routes
3. Land Deal Causes Rift across County Lines
4. More Frowns Than Smiles for City Cameras
5. Residents at Odds over Airport Expansion
6. Middle School Moms Bash School Board Ruling
7. Group Slams Conservation Deal
8. Small Beach Hotels Struggle to Hold Ground
9. Battle Continues at Westlake Condos
10. Judge Opposes Request to Expand Phosphate Mining

**Exercise 4: Learning about a controversial issue, page 151**

Answers will vary.

**Exercise 5: Discussing local controversies, page 152**

Answers will vary.

**Exercise 6: Reading actively about your controversial issue, pages 152-153**

Answers will vary.

**Exercise 7: Organizing ideas on “information” pages, pages 153-154**

Answers will vary.

**Exercise 8: Writing interview questions, pages 155-156**

Answers will vary.

**Exercise 9: Selecting and interviewing an expert, page 156**

Answers will vary.

Follow steps listed in the exercise to conduct interview

**Exercise 10: Organizing information from interviews, page 156**

Answers will vary.

**Exercise 11: Evaluating thesis statements, page 157**

1. ~~The city of Laramie cannot agree~~ about the proposed plan to spray pesticides.
2. ~~A decision needs to be made about approving the construction of a \$500 million casino and resort area in the Catskill Mountains.~~
3. ~~There are both positive and negative aspects about the Clearwater Memorial Causeway Bridge.~~
4. ~~Valid points lie on both sides of this controversy, making it likely for the nude beach debate to continue.~~

**Exercise 12: Drafting an essay map and thesis statement, page 158**

Answers will vary.

**Exercise 13: Analyzing a background paragraph, pages 159-161**

1. whether or not to grant IMC a permit to mine for phosphate in Horse Creek area
2. Residents of Charlotte and Hardee Counties and environmentalists oppose the idea.
3. IMC and other phosphate companies and workers support the plan.
4. progress vs. preservation; potential harm to the environment; earlier spills have caused Residents to mistrust the phosphate industry
5. phosphate, slurry, gypsum, phosphoric acid
6. (Answers will vary.)
7. (Answers will vary.) Sample student response:  
Yes, the background information provided is adequate to understand the issue; however, reading about the worries of the residents makes me wonder what damage (if any or how much) occurred in the past to make them fear that harmful waste “could spill or seep into groundwater.”
8. (Answers will vary.) Sample responses:  
Logical Connectors: In fact; First; Also  
Repeated words/phrases and synonyms: phosphate, industry, companies, mining  
Word form changes: mix/mixture; phosphate/phosphoric; restore/restored  
Change in articles: *a* mix... *the* matrix; *a* mined area... *the* land

**Exercise 14: Preparing to write your background paragraph, page 161**

Answers will vary.

**Exercise 15: Drafting your background paragraph, page 162**

Answers will vary.

**Exercise 16: Providing and receiving peer feedback, pages 162-163**

Answers will vary.

**Exercise 17: Revising your writing, page 163**

Answers will vary.

**Exercise 18: Analyzing interview information, 165**

- She is a public works employee and a local resident.
- "new businesses and consequently increasing the number of jobs available in the community." The quotation marks come after the period. Capitalization is not needed because the quote is joined to the writer's paraphrase.
- (Arasteh, M., personal interview, December 12, 2003)
- (see interview questions, Appendix A)

### **Exercise 19: Analyzing body paragraphs, pages 166-169**

Answers will vary.

Sample responses:

- They believe redevelopment will result in loss of quality of life, including their traditional ways and history. They fear that once development starts, it will never end.
- Developers say their efforts will increase tourism, generate taxes and provide jobs. Redevelopment will improve the quality of life for residents.
- Yes, the essay is balanced; two paragraphs explain the views of each side.
- Attribution signals include: Joy Patty, a 15-year resident of the island; Daniel Zilka, director of the American Diner Museum; City Manager Chuck Coward; Harry Black, who is president of the local hotel association; Barbara Blush, a Treasure Island city commissioner; Mayor Leon Atkinson

Strong opinions: contend; warns; claim; declare; assert; insists

Other report verbs: believe; explained; cite; admit; states; say

- In a letter to the editor of the *Sun Post*

- \* Direct quotation: "Last month, a beautiful old home in my neighborhood was torn down to make room for a condominium. This is a shame because in many ways, the old buildings are the 'treasure' of Treasure Island" (J. Patty, personal interview, April 16, 2003)

### **Exercise 20: Selecting and organizing material, page 170**

Answers will vary.

### **Exercise 21: Analyze sentence length in a paragraph, pages 172-173**

Ecosystems and Human Life

### **Exercise 22: Analyzing short sentences in academic writing, pages 174-176**

Example paragraph number	1	2	3
Number of sentences in the paragraph	4		
Number of words in each of the sentences	S1= 7 S2= 31 S3= 12 S4= 34	S1= 17 S2= 5 S3= 21 S4= 18 S5= 18 S6= 11	S1 = 12 S2 = 3 S3 = 10 S4= 13 S5= 3 S6= 11

		S7= 12 S8= 25 S9= 10
Total number of words in the paragraph	84	79
Average number of words in each sentence	21	15.9
Number of sentences 11 words or longer	3	
Number of sentences with 10 or fewer words	1	1
		4

**Exercise 23: Analyze sentences for use of parallelism, pages 176-177**

The Case of Saccharin

Topic Sentence: The case of the sweetener saccharin is a good example of the complexities and uncertainties of risk assessment in public health.

Other uses of parallel structure:

Types of Energy

Topic Sentence: Energy can be categorized as either kinetic or potential.

Other uses of parallel structure: Kinetic energy is energy in action or motion. ...

Potential energy is energy in storage.

**Exercise 24: Drafting your body paragraphs, pages 177-178**

Answers will vary.

**Exercise 25: Providing and receiving peer feedback, pages 179-180**

Answers will vary.

**Exercise 26: Drafting your paragraphs, page 180**

Answers will vary.

**Exercise 27: Revising your report, pages 181-182**

Answers will vary.

**Exercise 28: Providing and receiving peer feedback, page 182**

Answers will vary.

**Exercise 29: Finalizing your report, page 182**

Answers will vary.

## **Chapter 5**

## **Writing an Argumentative Essay**

### **Exercise 1: Reading various topics, pages 187-188**

Answers will vary.

Students may put an X before a few topics or none at all.

### **Exercise 2: Discussing possible controversies, page 189**

Answers will vary.

Sample student responses of 2-3 “should” questions:

Should the college eliminate the human wellness course requirement?

Should the state lower the drinking age?

### **Exercise 3: Selecting a controversy, page 189**

Answers will vary.

### **Exercise 4: Reviewing the advanced search option, pages 189-190**

Answers will vary.

Sample responses:

- a. Instead of typing several key words into one general “Search” box, with an advanced search, there are several options to categorize and narrow the search. Words that lead to irrelevant information can be eliminated. Exact phrases can be kept intact. Additional key words can be found by browsing initial findings; then the search can be revised to include those phrases.
- b. To refine a search means to modify, or slightly change, the way of searching for information so that better results can be found.
- c. The first attempt is often too broad and/or key words do not center on the controversy/topic of the search.
- d. Refining a search is an ongoing process of narrowing in on the topic - not just a one-time search. This involves browsing websites for different combinations of key words and content-specific vocabulary as well as names of important people, places, and organizations. Choosing a variety of options/search boxes and typing in different combinations of key words will lead to more specific, useful information for the essay.

### **Exercise 5: Conducting your internet advanced search, pages 191-193**

Answers will vary.

Follow the steps outlined in the exercise, perhaps with the help of the instructor and/or classmates if in a lab class.

### **Exercise 6: Gathering information from the library, page 193**

Answers will vary.

Again, this may be done as a class activity rather than sending students to the library on their own if the instructor can arrange a trip.

### **Exercise 7: Beginning to write your survey, page 195**

Answers will vary.

**Exercise 8: Writing your survey questions and statements, page 198**

Answers will vary.

**Exercise 9: Analyzing and revising surveys, page 199**

Answers will vary.

**Exercise 10: Administering your survey, pages 199-200**

Answers will vary.

Students should follow the three steps listed. A one-week time period is usually appropriate to complete this activity; students should start right away.



### Exercise 11: Analyzing the written results of a survey, pages 202-203

A recent survey conducted for a class project on online learning indicated that the majority of college students and faculty are aware of e-campus courses, but most do not study or teach online. (See the survey in the appendix.) One hundred and thirteen college students and 21 faculty members were surveyed during the third week of November. Table 1 shows the results of the survey.

Table 1 Results of Survey

	Students	Percentages
Aware of college's Online courses	84 of 113	74%
Had taken an Online course	21 of 113	18%
Faculty		Percentages
Had taught an Online course(s)	6 of 21	28%

As shown in Table 1, online courses are not very popular with students and faculty at this campus. A relatively small percentage of students surveyed have had first-hand experience with online courses. In addition, of the 21 faculty surveyed, only about one-fourth reported that they taught at least one online course.

In addition to the survey, the students and faculty who reported that they had been or were now involved in online learning were asked their opinions on this type of instruction. The research group designed two sets of interview questions, one specifically for students and the other for online instructors. Each student researcher interviewed one to three online students, either through email or in person. In addition, each researcher contacted at least one online instructor, again via email and either arranged to meet in person or to send interview questions for the instructor to answer. After completing their work, the class group combined the information gathered in their interviews in order to evaluate the quality of online education at this institution.

Results from the survey and interviews showed that, although online courses are not as popular as traditional courses, both students and faculty are satisfied with their online learning experiences. However, the research also indicated that a successful college online course needs a great deal of time and effort from the students who participate in and contribute to e-courses and from instructors who create and run them.

The topic sentence introduces the topic.

Readers are referred to the survey in the appendix.

An introduction to the table is provided.

Students calculated the percentages to make their point.

The sentence that follows the table interprets the results for readers.

The topic sentence introduces the interviews.

The process of the interviews is described in detail.

The concluding paragraph summarizes the study.

### **Exercise 12: Analyzing your survey results, page 204**

Answers will vary.

### **Exercise 13: Analyzing a note-taking chart, pages 206-207**

Answers will vary.

Sample student responses:

1. The writer can use facts to help explain the issue in the introductory and background paragraphs. There are some quotes that can be used to help explain how and why people disagree over gambling at the racetracks in Kentucky.
2. a. Yes, I understand the abbreviations. I might use similar ones like → : ?? NY (another state's abbreviation) EX: inf. pg. par. > < = etc.  
b. Abbreviations are short/easy to write and result in efficient use of time. Also, the writer must reconstruct sentences in his/her own words, which helps prevent plagiarism.
3. Kentucky racinos; Kentucky Horse Racing Authority; Four Star Sales; Kentucky legislature; gambling expansion in Kentucky; Kentucky constitutional amendment; Don Ball, Rick Littrell etc.
4. a. Some necessary changes for intext citation: #4: author's name? format: (last name, 2002, par. 5) #6: Change date format: (Patton, 2004, par 2) #7: Delete "article," add date (Jackson, 200X) #8: Add date (Patton, 2004, par. 5)  
b. #4: Where were these names found? #6: Where was this information found?
5. It seems that the "pro" side is stronger. #5: Only residents are listed as those against adding gambling casinos to racetracks whereas many groups (gov't, tracks, industry) support it. In #6, the student asks "Why not? What's the problem with it?" This suggests that he/she has not come across many reasons against expanding gambling yet.
6. Try to find answers to questions written in parentheses, especially #4, to discover more about what has already taken place and what is predicted to happen.

### **Exercise 14: Creating a note-taking chart, page 208**

Answers will vary.

Stress again to students that information should be in note form only.

### **Exercise 15: Constructing a pro/con chart for research, page 209**

Answers will vary.

### **Exercise 16: Refining your online search, page 210**

Answers will vary.

### **Exercise 17: Filling in gaps in your note-taking and charts, page 210**

Answers will vary.

### **Exercise 18: Analyzing refutation techniques, page 213**

(a.b.c.d.e.)

1. Supporters of online education state that such instruction tends to be more complete and clearer for students because it is primarily presented in the written form.  
However, \*research (Summers, 2004) has demonstrated that... a "live" lecture.

Circle "state" and "demonstrated". Box "However". Evidence = research results

2. Even though some people resent surveillance cameras, \*many citizens favor their use because the presence of cameras makes people feel safer.

No report verb is used. Evidence = writer's report /paraphrase from information gathered

3. Despite the fact that the U.S. Food and Drug Administration believes that genetically engineered food presents no hazards to humans, \*many activist groups, including GreenPeace and the Sierra Club, have rightfully stated that the dangers to human health are yet to be seen.

Circle "have stated". Box "Even though". Evidence = paraphrase of experts' statements

- f. Answers will vary. Sample response: #1 may be the strongest because the refutation is based on formal research. #3 uses expert opinions, but activist groups with special interests are not usually objective. #2 lacks support; no specific evidence is provided. A quote from an expert would help. EX: Even though some people resent surveillance cameras, Tom Yager, a police officer in Baltimore, Maryland, states the main reason many more favor their use: "cameras make [the public] feel comfortable" (Nakyanzi, 2001, par. 16).

#### **Exercise 19: Analyzing refuting paragraphs, pages 215-217**

Student Paragraph #1:

1. Underline sentences 1,2,3: "Critics of distance education argue that ... via e-mail to share answers to test questions." Circle reporting verbs: argue, state, indicated
2. Box "Nevertheless," which begins sentence #4.
3. Counterarguments begin with "the possibility of cheating..." The type of evidence is "research results" and should be written in the left margin next to "(Jefferson, 2004)"
4. Answers will vary. Sample student response:

More is needed to refute well; only one study may be not enough to convince readers that this evidence is true or stronger than critics' claims. The paragraph seems balanced in terms of number of words as well. More weight (sentences) should be seen on the side the writer is arguing for.

Student Paragraph #2:

1. Underline the first part of sentence #1: "Even though Pinellas... two-city area," Circle reporting verbs: states, complains, reports on, claims
2. Box "Even though"
3. Counterarguments begin with "a great majority..." and "In addition, she..." The type of evidence is "quotation from an expert" and should be written in the left margin next to "Harbor." A second type of evidence is "research results" and should be written next to "demonstrating..."
4. Answers will vary. Sample student response:  
The refutation in this paragraph seems strong. Quotations from two experts (a public official and a resident) are provided to support the opinion of the majority as stated in the topic sentence.

#### **Exercise 20: Identifying an argumentative essay format, pages 222-223**

Answers will vary.

Sample student responses:

Pro/Con Chart 1: Organization A seems best; B would be OK too. The several good “pro” arguments listed would create a strong argument; the few, weaker “con” statements that are not directly related or in response to the “pro” arguments could be gathered and refuted in one paragraph. Since the “pro” arguments seem quite persuasive, beginning the essay with these and ending with a final paragraph of refutation would work well.

Pro/Con Chart 2: Organization C would work best; the pro/con arguments are in direct response to each other and could either side could be refuted in a debate format with each body paragraph beginning with the counterargument, followed by the refutation with strong supporting evidence.

#### **Exercise 21: Selecting your argumentative organization format, page 223**

Answers will vary.

#### **Exercise 22: Writing a “working” thesis statement, page 224**

Answers will vary.

#### **Exercise 23: Providing and receiving peer feedback, page 225**

Answers will vary.

#### **Exercise 24: Analyzing argumentative essay maps, pages 226-229**

Essay Map 1: Argumentative Organization: A

Essay Map 2: Argumentative Organization: C

#### **Exercise 25: Constructing an essay map, page 229**

Answers will vary.

#### **Exercise 26: Analyzing an argumentative essay, pages 230-234**

1. Essay Map:

Introductory Paragraph	3 anecdotes to stimulate readers’ interest (protests against surveillance cameras) Thesis: To protect citizens’ rights to privacy and to prevent the misuse of taxpayers’ money, the federal government should regulate the use of surveillance cameras in all states.
Background Paragraph	When/Why cameras started being used for security: EX: Oklahoma City bombing; 9/11 attacks Use of cameras more popular → growing controversy: EX: Baltimore police and city officials had to show how money is spent/plans for future surveillance/safety measures
Body Paragraph #1	Some say 4 <sup>th</sup> Amendment rights to privacy are not violated because cameras are used only in public places. However, people feel their privacy rights are being violated. EX: 92 % in NY survey “concerned about threats to privacy” (Boal, 1998, par. 15) Also, privacy is not just one of the constitutional rights --
Counterargument #1 (pro cameras) + writer’s argument #1 (against cameras)	

Supporting details	EX: John Whitehead (WorldNet Daily online news): “It’s important to realize that the protection of privacy is not simply a legal technicality – it is a basic principle of democracy” (Whitehead, 2001, par. 9)
Body Paragraph #2  Counterargument #2 (pro cameras) + writer’s argument #2 (against cameras)	Another claim: Use of cameras leads to less crime. However, there is little evidence to support this claim. EX 1: Cal. Research Bureau report: “Given the important role that crime prevention plays in law enforcement, surprisingly little is known about the effectiveness of new technologies such as video surveillance to prevent or discourage crime” (Nieto, 1997, par. 2).  Supporting details
Body Paragraph #3  Counterargument #3 (pro cameras) + writer’s argument #3 (against cameras)	EX 2: Tampa, FL: Surveillance cameras with <i>FaceIt</i> software led to zero arrests in two years. (Dennis, 2003)  Final pro argument: Surveillance cameras are cost effective. This claim also has problems. Investment costs are high and are followed by upgrades, repairs, and replacements. EX: Tacoma, WA: Police had to spend time and money replacing cameras damaged by gangs; they also had to design better ways to mount them.
Supporting details	Other methods of security can be used, such as hiring more police officers and creating neighborhood watch groups.
Concluding paragraph	States can spend too much time, money, and energy trying out different types of surveillance camera equipment, so the federal government should control their use. People have a strong, basic reason not to use them at all: Another quote from John Whitehead article: “In the end, the real danger of surveillance programs [is that] they leave us thinking about what we shouldn’t be doing, rather than free to consider the possibilities of what we can” (par. 13)

2. Organizational format “C” was used for this essay.
3. Yes. The federal government should restrict the use of surveillance cameras (not each individual state, county, or city gov’t).
4. Answers will vary. Sample questions based on the intro/thesis:
  - How can the government regulate the use of cameras?
  - What are some advantages and disadvantages of using cameras?
  - Who supports the proposal that the federal government restrict their use? Who opposes it?
  - In what places/cities are cameras used the most? What do people say about them?
  - Why should the use of surveillance cameras be controlled by the federal government?
5. Answers will vary. Sample responses:
  - zero arrests in 2 years in Tampa, FL after mounting surveillance cameras
  - 92 % of New Yorkers concerned about their privacy
  - “surprisingly little is known about the effectiveness of new technologies”
6. The variety of sources shows the writer has researched the topic adequately and not based the essay on the perspective/supporting evidence of just one or two articles/sources. The list of references also shows that the writer has read and understood many

more aspects of the issue than can be included in the essay; he/she has weighed the evidence for each side of the argument and selected facts that explain the issue and strong arguments to support his/her own stance. Also, he/she has included different sources that focus on different areas of the country (several states such as Florida, Pennsylvania, Louisiana, New York, Maryland, Washington, California), because the issue is of national importance; this is hinted at in the introduction, where protests reportedly take place in three different places.

**Exercise 27: Drafting your background paragraph, page 235**

Answers will vary.

**Exercise 28: Planning and drafting your body paragraphs, pages 235-236**

Answers will vary.

**Exercise 29: Providing and receiving peer feedback, pages 236-237**

Answers will vary.

**Exercise 30: Analyzing introductory and concluding paragraphs, pages 239-241**

Introductory Paragraph 1: Pro Argument (Yes, because . . .)

The first time I visited Florida, in the summer of 1983, I remember an incredible day when my boyfriend and I watched the sun rise on the east coast and the sunset on the west coast. After a morning walk on Daytona Beach, we drove approximately 100 miles west to St. Petersburg. Cruising with the top down in our rented Thunderbird, we encountered very little traffic on the interstate and were swimming in the Gulf of Mexico by early afternoon. Twenty years later, the scenario above is a distant dream. I-4, the infamous east-west route across Central Florida, is now constantly congested and undergoing construction. After years of studying this problem, the 2002 Florida legislature asked citizens to voice their opinions on building a high-speed railroad, and voters passed the “bullet train” initiative. However, due to funding problems, the governor has recently asked Floridians to reconsider this vital project even though it was clear from the start that construction would be expensive. Florida voters should maintain their decision to add a high speed railroad as a sound investment for the future of their state.

The essay begins with an anecdote (a brief, personal story).

The story moves from past to present (*Twenty years later*).

An earlier solution is identified: “a bullet train.”

A contrast is presented—lack of money causes reconsideration.

The thesis statement states the writer’s opinion:

VOTE YES!

Concluding Paragraph 1: Pro Argument (yes, because . . .)

In short, the voters have spoken, and elected officials need to listen. A high-speed railroad across the state will provide Florida residents and visitors a comfortable, safe ride to popular destinations including theme parks, nature trails, and coastal areas. Convenient travel across the state will attract vacationers and boost Florida’s economy. The

The conclusion is introduced with a logical organizer (*in short*).

A summary of the reasons is included:

environment will also benefit as energy-efficient technology replaces the exhaust of backed-up traffic on I-4. And who knows? The fantasy of breakfast overlooking the Atlantic and dinner on the Gulf of Mexico may become a reality once more.

safety, comfort, convenience, more tourists, boost economy.

The conclusion ends with a prediction that relates to the introductory anecdote.

#### Introductory Paragraph 2: Con Argument (No, because . . .)

America is one of the most advanced countries in the world; however, a great surprise to immigrants and visitors is its poor public transportation system. Buses and subways are used in populated urban areas, but in most states where cities are spread apart, Americans crowd the roads in their cars, trucks, and SUVs. In Florida, tourists and winter residents add to the local traffic, and congestion is the predictable result. A recent initiative to construct a high-speed “bullet train” across the state seemed to be the perfect solution to annoying traffic jams, and excited voters passed this proposal in 2002. However, since then, the government has studied the reality of funding this project and concluded that the high costs of constructing and maintaining a high-speed train outweigh the complaints of impatient drivers. At a time when the state is struggling with a limited budget, citizens should listen to the advice of authorities and reject the idea of the proposed railroad.

Non-controversial statements of a larger problem begin the essay.

The problem is narrowed to Florida (engages readers).

An earlier solution is indicated: “a bullet train.”

A contrast is presented—lack of money causes reconsideration.

The thesis statement states the writer’s opinion:

VOTE NO!

#### Concluding Paragraph 2: Con Argument (No, because . . .)

To conclude, there are times when the government needs to exercise its power to make decisions with the good of all its citizens. The option of a high-speed railroad is a perfect example of a choice made by voters who are looking ahead to enjoying the finished product without thinking through the complex process. The government is right to question the need for a bullet train when funding is desperately needed for education at all levels and health care for all ages. The citizens of Florida should support their elected officials in this matter.

A logical organizer (*to conclude*) signals the conclusion.

A summary is included: option was hasty; government is now correct.

The conclusion ends with a recommendation:  
VOTE NO!

#### Exercise 31: Drafting your paragraphs, page 241

Answers will vary.

**Exercise 32: Providing and receiving peer feedback, page 242**

Answers will vary.

**Exercise 33: Finalizing your essay, page 243**

Answers will vary.

